

Gaywood Primary School

COVID Catch-Up Funding 2020/21

The Government are providing £650 million of universal catch-up premium funding, schools are being allocated on a per pupil basis with a total of £80 for each pupil in Reception to Year 11. Our school currently have **411 children on roll** and we receive **£32,880** to support the catch-up for lost teaching over the period when schools were asked to close for the majority of children. Gaywood Primary School have used research from the Education Endowment Foundation (EEF) to produce an action plan of how the money will be spent.

Tier 1 - Teaching			
Strategy	EEF Supporting Evidence	Monitoring	Cost
Supporting teachers, particularly early career teachers, through regular CPD sessions.	<i>Feedback has effects across all age groups.</i>	Half-termly by the SLT	£2,000
Assessment to identify the particular gaps in learning and to address these through targeted teaching. (Gap analysis; PixL)	<i>Assessment can help teachers determine how to most effectively support their pupils.</i>	Autumn 1 st by the English & Maths subject leads & SLT	£500
High quality feedback – Live marking	<i>Feedback studies tend to show very high effects on learning. Feedback has effects across all age groups.</i>	Half-termly book looks by subject leaders and AHT's	-
Transition event – 4 th September 2020	<i>Planning and providing transition support is likely to be an effective way to ensure pupils start the new year ready to learn.</i>	SLT to monitor effectiveness of transition in the first two weeks	-
Outcomes: Regular, strategically planned and delivered CPD sessions to support teachers were completed and led by a variety of subject specialists; Additional CPD sessions were planned and delivered to TA's to support the learning in class; Gap analysis using Pixl was completed and outcomes from this drove interventions and further in class support; Live marking was used to give children instant feedback so that they were able to rectify misconceptions within the lesson; Using an INSET day to support the transition ensured children were ready to learn during their first full week at school.			
Tier 2 – Targeted Academic Support			
Strategy	EEF Supporting Evidence	Monitoring	Cost
Before school intervention for KS2 children.	<i>Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition.</i>	Children identified at the end of every half-term by AHT's	£8,000
One to one and small group tuition.	<i>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</i>		£8,000

	<i>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.</i>		
Extra Phonics Teaching & Extra RWI books	<i>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.</i>	EYFS/KS1 AHT to monitor progress every half-term <u>Phonics</u> <u>Baseline</u> <u>End of Y1</u> Y1 – 7%; Y1 – 75%	£5,630

Outcomes:

All year groups in KS2 had either before or after school interventions in groups of no more than three. Children were given two or three week sessions most days of the week with a particular focus that was common to all in the group. The content of these sessions was driven by the gap analysis from the Pixl tests. Children in KS1 has support in school time through a mixture of one to one and small group support from experienced teachers and teaching assistants – this was a mixture of phonics and maths work.

Tier 3 – Wider Strategies

Strategy	EEF Supporting Evidence	Monitoring	Cost
Pupils to receive targeted support from our Pastoral Support Worker	<i>On average, Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</i>	Half-termly meetings with Pastoral Support and Headteacher	£3,000
Ensure that children and parents who need to self-isolate are able to have direct communication with their class teacher, receiving feedback and support with work that has been set.	<i>To support learning, how technology is used matters most. Providing support and guidance on how to use technology effectively is essential.</i>	Class Dojo in place; During lockdown children able to set and upload work; Teacher feedback with child and parent happened.	£3,500
Using Teaching Assistants within the bubble to support should a teacher be off.		SLT every half-term	£1,500
To provide Breakfast and Wraparound care.		SLT every half-term	£750

Outcomes:

Our Pastoral Support Worker supported children on a daily basis through a one to one tailored programme of support; Class Dojo was set up so that children and parents could communicate directly with their class teacher and vice versa. In addition to support and feedback on Dojo, class teachers made regular weekly phone contact with children when they had to isolate or work from home – if there were any concerns children were invited into school. Whenever a teacher needed to work from home due to COVID TA's covered in school for continuity and teachers were able to teach from home with the use of Zoom technology; Children who were taking part in before school intervention were invited to breakfast club to encourage high attendance.